DOCUMENT RESUME

ED 150 438 08 CE 015 000

AUTHOR Dieffenderfer, Richard A.; And Others

TITLE Business-Industry-Labor Linkages: A Handbook for Improving Personnel Development Programs. Handbook Section 5. Workshops: Involving Business, Industry, and Labor through Workshop Programs.

INSTITUTION Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS AGENCY Office of Education (DHEW), Washington, D.C.; Ohio State Dept. of Education, Columbus. Div. of Vocational Education.

PUB DATE Jun 77

CONTRACT OH-V-N-J

NOTE 76p.; Figures 5.1 through 5.17 may not reproduce well. For related documents see CE 014 996-CE 015 003

AVAILABLE FROM National Center for Research in Vocational Education Publications, Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210 (SN 16-5, $5.10; set, SN 16, $25.00)

EDRS PRICE MF-$0.83 HC-$4.67 Plus Postage.

DESCRIPTORS Administrator Guides; Business; College Faculty; Colleges; Conferences; Departments; Guidelines; Industry; Inservice Teacher Education; Labor Unions; Post Secondary Education; Professional Continuing Education; *Program Development; Program Planning; *School Industry Relationship; Staff Improvement; *Teacher Education; *Teacher Workshops; *Vocational Education

ABSTRACT

One of eight sections of a handbook for use by vocational teacher educators in improving vocational teacher education linkage with business, industry, and labor, this fifth section is designed to promote vocational teacher education department linkages with the private sector through the use of workshops. (Workshops is defined broadly to include such activities as seminars, conferences, and institutes.) Focus is on the organization and management of workshops as an effective method for professional development. An introduction outlines the whole handbook and lists behavioral objectives for this section. Basic activities common to most workshop planning are described as a model approach. Suggested alternative forms and procedures are then presented to aid departments in developing plans that are unique to their own situation. A chapter on administrative details deals with the investigation and establishment of policies and procedures and contains a checklist of planning steps. (This handbook and related ones are considered easily adaptable for use by vocational educators at postsecondary and secondary levels.) (JT)

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BUSINESS-INDUSTRY-LABOR LINKAGES: A Handbook for Improving Personnel Development Programs

Handbook Section #5

WORKSHOPS

INVOLVING BUSINESS, INDUSTRY, AND LABOR THROUGH WORKSHOP PROGRAMS

Richard A. Dieffenderfer
Lee Kopp
Orest Cap

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Improving Vocational Teacher Education Department
Linkages with Business, Industry, and Labor

The Center for Vocational Education
The Ohio State University
Columbus, Ohio

June 1977

CE 015 000

This project was conducted by The Center for Vocational Education pursuant to contract OH-V-N-J with the Ohio Department of Education, Division of Vocational Education, and the U.S. Office of Education under provisions of EPDA Part F, Section 553.

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FOREWORD

Continuing advances in technology, changing employment opportunities, and changing work requirements demand that vocational teacher educators establish linkages with the private sector in order to keep up-to-date in their efforts to support relevant education programs for youth and adults. It is recognized also that in developing these linkages, vocational educators can be helpful to their business, industry, and labor counterparts.

Educators must share their concerns for the design and maintenance of viable vocational education programs. Giving visibility to effective strategies and working arrangements will help spread the practice of utilizing business, industry, and labor inputs and, in the process will greatly strengthen the possibilities of placing vocational education graduates in satisfying and rewarding careers.

These eight handbook sections are a response to the need for direction and suggestions in increasing business, industry, and labor inputs into vocational teacher education programs. The guidelines contained in the handbook sections are intended for use by faculty members of vocational teacher education departments, but the material is also easily adaptable for use by vocational educators at the post-secondary and secondary levels.

A strength of these handbook sections is the interest and involvement of vocational education teacher educators across the nation. Appreciation is expressed to the many educators who contributed materials and reviews of the initial drafts. Center staff involved in the development of the Resource Handbook sections include Dr. Richard Dieffenderfer, project director, Ms. Lee Kopp, and Mr. Orest Cap.

Robert E. Taylor
Executive Director
The Center for Vocational Education

Preface

Resource Handbook Development

The Resource Handbook for improving vocational teacher education linkage with business, industry, and labor was prepared as resource materials for an EPDA Training Workshop conducted at The Center for Vocational Education, April 18-19, 1977. The training workshop and resource materials development work are part of the activities of a Center project sponsored by the U.S. Office of Education and the Ohio Department of Education, Division of Vocational Education under EPDA Part F, Section 553 as a national priority project entitled: "Improving Business, Industry, Labor Inputs into Personnel Development Programs."

The Resource Handbook has been prepared based on information gathered during literature searches, contributions of individual vocational teacher educators, inputs from the project planning committee and work session review panel, and the development effort and adaption by project staff of ideas thought most appropriate to the needs of vocational teacher education departments. The choice of the eight topics developed in each of these handbook sections was based on the stated needs of respondents to a national survey of vocational teacher education departments conducted as part of project activities for identifying existing business, industry, and labor linkages.

The development of the resource handbook for improving vocational teacher education department linkages with business, industry, and labor was guided by several basic objectives. These included a desire to:

1. Identify various types and sources of information appropriate to the business, industry, and labor interests of vocational teacher education departments;

2. Describe for vocational teacher educators appropriate ways to access and utilize selected business, industry, and labor information resources; and

3. Organize and present resource information in a way that encourages its use in meeting the business, industry, and labor linkage objectives of vocational teacher education departments.

The eight topics featured in the Resource Handbook sections include:

#1 Staff Development:
Creating a Staff Development Plan for Business, Industry, and Labor Involvement.

#2 Advisory Committees:
Utilizing Business, Industry, and Labor Advisory Committees.

#3 Cooperative Internships:
Establishing Cooperative Internship Programs Involving Business, Industry, and Labor.

#4 Personnel Exchange Programs:
Establishing Personnel Exchange Programs Involving Business, Industry, and Labor.

#5 Workshops:
Involving Business, Industry, and Labor Through Workshop Programs.

#6 Site Visits:
Conducting Business, Industry, and Labor Site Visits.

#7 Resource Persons:
Involving Resource Persons from Business, Industry, and Labor.

#8 Program Support:
Securing Program Support for Business, Industry, and Labor Involvement.

Resource Handbook Feedback

The development of this type of resource handbook series needs the continual input of fresh ideas and reactions in order to make the final product as useful as possible to vocational teacher educators. Inside the back cover of each of the Resource Handbook Sections there is a feedback reaction sheet for submitting your suggestions for improving business, industry, labor, and education linkages. Your ideas are wanted concerning:

1. Suggestions for other linkage ideas and approaches;
2. Linkage problems that are unique to various types/sizes of teacher education departments;
3. Suggestions for references and resource materials;
4. Identification of additional planning steps and procedures; and
5. Additional Comments.

Your professional contribution to cooperative efforts with business, industry, and labor is appreciated.

Project Acknowledgments

Project Planning Committee Members

The following resource persons representing business, industry, labor, and education served on the general project planning committee:

Louis G. Mendez, Jr.
Federal Coordinator for Industry
Education Labor
U.S. Office of Education
Washington, DC 20202

Homer Edwards, Branch Chief
Vocational Technical Education
U.S. Office of Education
Chicago, IL 60606

Darrell Parks, VEPD Coordinator
Division of Vocational Education
Ohio State Department of Education
Columbus, OH 43215

Jerome Moss, Chairman
Vocational and Technical Education
University of Minnesota
Minneapolis, MN 55455

Albert Lorente
International Representative
Skilled Trades Department
United Auto Workers
Detroit, MI 48214

Robert G. Pecka
Training Development Manager
Western Electric Company
New York, NY 10007

H.D. Chamberlain, Director
Vocational Education
The Eastland Vocational Center
Groveport, OH 43125

Project Review Panel Members

The following vocational teacher educators participated in an indepth review session of the preliminary draft of these resources handbook materials:

Annelle Bonner
University of Southern Mississippi
Business Education Department
Southern Station, Box 83
Hattiesburg, Mississippi 39401

Larry Drake
Southwest Missouri State University
Industrial Education Department
Springfield, Missouri 65802

William Garber
Central Missouri State University
Department of Business Education
Warrensburg, Missouri 64093

Edward Hughes
Lehigh University
Secondary Education Department
Bethlehem, Pennsylvania 18015

Richard Kelly
Ball State University
Business Education and Office
Administration Department
Muncie, Indiana 47306

Gilbert Long
Utah State University
Agricultural Education Department
Logan, Utah 84322

Richard Lee Lynch
Division of Vocational and Technical
Education
College of Education
Virginia Polytechnic Institute and
State University
Blacksburg, Virginia 24061

Jack McElroy
University of Kentucky
Department of Trade and Industrial Education
Lexington, Kentucky 40506

William Syhlman
Eastern Washington State College
School of Business Administration
Cheney, Washington 99004

Lucille Wright
Cleveland State University
College of Education
University Tower 1457
22nd and Euclid Street
Cleveland, Ohio 44115

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Introduction

This part of the handbook section provides an overview of the workshop approach to utilizing business, industry, and labor inputs. The introduction begins with a need statement for the use of workshops in vocational teacher education programs, followed by a statement of the benefits and contributions of workshops to vocational teacher educators, an overview of the parts of this handbook section, and a list of objectives for department faculty that use this handbook section.

Need Statement

Teacher educators and business, industry, and labor representatives all lead very busy work lives, yet there is a need to take time to establish dialogue, to present information, and to attempt to solve problems of mutual interest to the two groups. Workshops—seminars—institutes—and conferences are all different methods used to do this, but they are also similar in that they represent a concentrated short-term group effort to respond to defined needs.

Contributions / Benefits

Workshops and the related types of group efforts have as their main goal the achievement of common goals. Persons with the same interest are brought together in a structured setting to share their expertise and to resolve common problems or at least to arrive at a consensus of the definition of the problem.

A main benefit of the workshop technique is the short concentrated period of time in which participants' efforts are focused on a common issue or problem.

Workshops are a particularly useful in-service activity that can be used by educators to update knowledges, upgrade skills, learn of new concepts, and develop new understandings in regard to some of the changes taking place in business, industry, and labor.

Handbook Section Overview

The term workshop in this handbook section is used as a general term for all those activities that also include seminars, conferences, and institutes. The same type of planning procedures are generally included in all of these activities.

This handbook section is sub-divided into the following parts:

- Introduction—This part of the handbook section contains a need statement, statement of the contributions and benefits of this approach to the department faculty, overview of the handbook section, and a list of objectives for the handbook section.

- The Workshop Approach—Included in this part are descriptions of the basic activities that are common to most workshop planning.

- Alternative Approaches—Suggested alternative forms and procedures are presented in this section to aid departments in developing plans that are unique to their own situation.

- Administrative Details—Part of planning involves investigating and establishing policies and procedures. This part contains suggested items to consider.

- Planning Notes—This part is a step by step listing of ideas designed to help the faculty develop plans for the effective use of workshops by their department.

- Selected References—References in this part include sources of information used in the handbook section as well as additional references that may be helpful to your department.

- Resource Materials—The example materials contained in this part are illustrative of the types of materials you may be developing as part of your department's involvement with workshops.

Developmental Objectives

This handbook section is designed to promote vocational teacher education department *linkages with business, industry, and laobr* through the use of the workshop approach. Based on the reading, adapting, and implementation of the strategies and techniques presented in this section, department staff will be able to more effectively:

1. Plan and implement workshops to provide linkage experiences;
2. Develop related criteria based on department goals;
3. Assess how well workshops are being effectively utilized by the department;
4. Select appropriate strategy(ies) for department needs;
5. Prepare department plan/procedures for organizing workshops;
6. Locate and utilize available, needed reference materials and resource persons; and
7. Design and prepare aids to assist in planning, implementing, and evaluating activities.

This handbook section is one of an integrated series of eight sections designed for vocational teacher education departments interested in utilizing business, industry, and labor resources in their personnel development programs.

Workshops properly organized and managed can be an effective and valuable method for professional development.

The Workshop Approach

The Workshop Approach part of this handbook section will describe basic activities that are common to most workshop planning. Procedures for planning, conducting, and evaluating workshops will be described under Planning/Preparations Required. This will be followed by Resources Required where budget, responsibility, and resource persons are discussed. A worksheet summarizing the major activities involved in planning, conducting, and evaluating workshops is included in Resource Materials (Figure 5.1).

Planning / Preparation Required

Determine Needs

Workshops should be based on the identified needs of the group(s) to be involved. Needs assessment may be a formal or informal activity through which potential participants are studied to reveal a lack of knowledge or understanding of concepts or skills. Assessment of learning needs is a very important aspect of workshop planning, for if no learning needs are identified then there would be no reason to hold a workshop.

Decisions to be made prior to doing the needs assessment include:

- What is the target audience?
- Are the problems/needs identified?
- When should the needs assessment be done?
- How large an area (geographical) will be approached?
- Who will be responsible for conducting the assessment?
- What aspect(s) will be focused on?
- Should consultants be brought in?
- How will the data be gathered?
- What are some possible limitations?

There are several sources which can be tapped to determine areas needing attention or further development. A comprehensive assessment effort can address the following resources:

- Practitioners;
- Administrators

- Community representatives;
- Goals nominated by vocational educators;
- Evaluation efforts;
- Recommendations of advisory groups;
- Government resources;
- Professional associations;
- Relevant research; and
- Supervisors.

Due to the difference in training needs, results of assessments would differ in scope and treatment of data. However, the basic process involved in conducting the needs assessment would be similar. The following elements are basic to conducting a training needs assessment:

- Define probable problems, goals, and recommendations;
- Establish desired level of performance;
- Prepare sample statements;
- Develop instrument with statements;
- Conduct survey to determine needs;
- Identify present level of performance;
- Compare present status with desired level;
- Determine priority of identified needs; and
- Assign priorities.

Sample needs assessment questions are included in Resource Materials (Figure 5.2).

Develop Objectives

Once the needs assessment is completed, the scope and setting of goals can be established to initiate programs to correct or change deficiencies. Well-defined objectives are essential to workshop planning. They contribute to the success of a workshop in the following ways:

- Define parameters;
- Establish direction;

- Give purpose to workshop;
- Provide basis for potential participants to choose workshop;
- Provide guidelines for staff to select potential participants;
- Provide basis for determining learning strategies, materials, etc.;
- Provide basis for determining impact of workshop experience through evaluation; and
- Set realistic expectations for participants.

Needs identified and prioritized through the needs assessment procedure will provide the base of information needed to develop objectives.

The content of objectives is usually classified as one of several types. These statements may emphasize:

- Cognitive objectives—which deal with knowledge to be learned;
- Psychomotor objectives—which refer to skills to be learned; and
- Affective objectives—which refer to attitudes and value formations.

Numerous books exist that provide guidelines for the development of measurable objectives.

Planning by Objectives

How will the objectives of the workshop be met? Planning based on objectives is a useful approach for designing the workshop format. Activities are chosen that provide a realistic approach to meeting stated objectives. Related decisions are then made concerning each activity.

Primary decision: What type of activity(ies) will aid in achieving a stated objective?

Supporting decisions will need to focus on such things as:

- Time required;
- Facilitator (speaker, resource person, etc.);
- Staff required;
- Consultants required;
- Facilities/location;
- AV materials;

- AV equipment needed;
- Supplies needed;
- Evaluation techniques; and
- Cost.

A sample planning by objectives worksheet is included in Resource Materials (Figure 5.3).

A sample materials checklist for planning is included in Resource Materials (Figure 5.4).

Plan the Agenda

There are a wide variety of activities and learning strategies to choose from in designing a workshop program format. Using the learning objectives developed and the information acquired in making the planning decisions as described in the previous section, an agenda can be created.

Information that should be considered in preparing the agenda includes:

- What are the time constraints?
- What is the best order in which to introduce the subject/activity?
- How much time is needed for each subject/activity? Consider audience ability to concentrate.
- Is there a time of day that would be optimal for the activity? When are more active types of activities needed? When will participants benefit most from presentations?

The following are some suggestions for developing effective workshop formats:

- A social hour at the beginning of the workshop is beneficial if participants do not know each other. This could be combined with registration.
- Workshops have greater impact when a few topics are covered in depth.
- Workshop participants gain from having time to discuss, comment, and question after a prepared presentation. Small group sessions may help to facilitate such interaction.
- Intersperse sitting and listening activities with more interactive activities.
- Provide combinations of both small group and large group activities.
- Allow time for participants to move from one activity to another.
- Use alternate learning strategies for variety.
- Obtain feedback and evaluation comments from participants.

A variety of suggested activities and approaches are described in the Alternative Involvement Approaches section of this activity.

When printed agendas are prepared be sure to also include:

- Title of workshop;
- Location and address of workshop site;
- Dates of workshop; and
- Name of contact person.

A sample agenda is included in Resource Materials (Figure 5.5).

Select Facilities

Preparations for securing the workshop facilities should begin early. If the workshop is to be held on the campus or in the community, arrangements for the facilities can be fairly easily made. If the workshop will be held out of the local area, the planners should personally inspect the facilities.

Planning for meeting facilities should include (as needed) a check on:

- Meeting registration space;
- Hospitality suite;
- Meeting rooms;
- Banquet rooms and food service;
- Room for exhibits;
- Tables;
- Chairs;
- Stage, podium;
- AV equipment availability;
- Sound system;
- Participant parking; and
- Room set-up procedures.

Information you may wish to collect on meeting rooms include:

- Floor plan;
- Size of room;
- Seating capacity;
- Physical characteristics such as stage, pillars obstructing view, etc.
- Electrical outlets;
- Control switch for lights; and
- Location of controls for sound system.

Additional information you may wish to obtain from the facility personnel includes:

- Procedures for processing billings;
- Procedure for handling medical emergencies and messages;
- Procedure for requesting help with air-conditioning or heating;
- Procedure for utilizing public address system if it becomes necessary to page participants;
- Procedure for making room reservations for participants; and
- Procedure for storing luggage if check-out time is before the end of the workshop.

A sample planning facilities arrangements worksheet is included in Resource Materials (Figure 5.6).

Promote and Invite Participants

The pre-workshop information that participants receive before arrival plays an important part in the total workshop experience. It serves as a motivation device. It helps participants decide whether to attend the workshop and helps them set expectations for the workshop. It helps potential participants schedule time and determine finances required. An attractive and informative brochure or flyer sent with the registration form should include information on:

- Objectives of the workshop;
- Brief description of major topics;
- Information on open enrollment or criteria to be used to screen applications;
- Accommodation rates/procedures/times;

- Registration fees/procedures/times;
- Name, address, phone number of workshop site;
- Contact person for workshop, address, phone number;
- Name, address, phone number of accommodation site;
- Parking/local travel information;
- Suggested modes of travel;
- Due date; and
- Motivational material such as suggested readings, items to prioritize, or thought-provoking questions.

If enrollment is open, registration forms can be sent with brochures or flyers and application forms.

A courtsey map of the area is also useful to participants.

The types of registration information to be obtained from participants may include:

- Name (title, position);
- Institution/business/union represented;
- Business address;
- Home address;
- Business and home phone;
- Social security number;
- Plans for accommodations/travel; and
- Stated interest in workshop topic areas.

Sample planning worksheets for recording participant responses to invitations are included in Resource Materials (Figures 5.7, 5.8, 5.9).

Participant Accommodations

Several approaches may be utilized for arranging participant accommodations:

- Participants could be provided hotel/motel reservation forms which they send directly to the hotel/motel; or
- Participants mail in all registration forms to workshop staff who in turn make reservations at the hotel/motel (not recommended for large groups).

Planning is facilitated if a staff person acts as liaison person for the motel/hotel.

Most hotels/motels suggest reserving in advance a block of rooms for the number of anticipated participants. Check to find out how far ahead this block of rooms should be reserved, and check to find the latest date that this block of rooms will be held. Most hotels/motels will provide reservation cards to be sent to the participants. These cards can be included in the pre-conference materials packet. Be sure to mark cards with the workshop title.

Participants should be given information on:

- Room sizes and rates;
- Reservation procedures;
- Deadlines;
- Contact name, address, phone number;
- Additional information required as to designation as workshop participant, etc.; and
- Alternative methods to get to accommodation site from airport, etc.

Conducting the Workshop

The following are some suggestions to help make the workshop run more smoothly:

- Conduct last minute on-site inspection to make sure that needed equipment and materials are in place.
- Someone who is able to make policy-related decisions should be available to take care of unplanned for events.
- If time changes or program changes are made they should be posted on a message board located in a central spot.
- Provide workshop registration list to participants.
- Give directions for finding meeting rooms that may be difficult to locate.

Evaluate the Workshop

Several strategies are appropriate for evaluation of workshops. These include:

- Daily feedback—conducted daily to provide specific feedback to presenters and planners;
- Final evaluation—designed to assess overall quality and success of workshop;
- Follow-up evaluation—designed to assess impact of the workshop;
- Other strategies—include pretest, posttests instructor's evaluation, and third party evaluations.

Sample evaluation forms and follow-up letters are included in the Resource Materials (Figures 5.10–5.14).

Resources Required

Budget

Planners arranging for workshops most often are working with an allocated sum of money. A budget plan will allow planners to decide ahead of time what "good ideas" can't fit into the budget or where a little more can be spent for those extra "nice items."

Budgeting for workshop planning expenses may include:

- Printing costs;
- Postage;
- Office supplies;
- Salaries;
- Travel expenses;
- Telephone expenses; and
- Material and equipment storage expenses.

Budgeting for presenters and participants may include:

- Transportation to site;
- Local transportation;
- Speaker fees;
- Accommodations;
- Any other per diem expenses; and
- Preparation time.

Budgeting for workshop program activities may include:

- Meeting rooms;
- Banquet rooms;
- Hospitality suite;
- Meals;
- Coffee break;
- Equipment;
- Decorations;
- Gratuities;
- Special set-up charges;
- Custodial expenses; and
- Preparation of workshop materials.

Budgeting for post-conference expenses may include:

- Printing;
- Postage;
- Report writing;
- Photo processing; and
- Transcribing presentations.

Responsibility for Planning

One person should be assigned who is responsible for coordinating all planning, implementation, and evaluation activities. The proportion of the coordinator's time that would be committed to the workshop is dependent on the scope of the workshop and the planning and follow-up time required.

Additional personnel needed include clerical help and supportive services staff.

If the scope of the workshop is large and a number of staff are available, it may be possible to subdivide staff into planning groups with specific responsibilities.

Resource Persons/Speakers

Finding the right resource persons/speakers for the workshop is very important. Suggestions for locating and contacting resource persons are given in the handbook section *Resource Persons.* See also the sample worksheet for recording information in Resource Material (Figure 5.15).

Information to be Given to Resource Persons/Speakers

Once the resource person has agreed to participate, the following information should be provided to the resource person in writing:

- Purpose of conference;
- Type of talk/help desired;
- Number and type of participants;
- Length of time needed;
- Copy of tentative program;
- Person responsible to prepare materials; and
- Financial arrangements agreed upon should describe;

  —Travel;

  —Per diem expenses;

  —Honorarium;

  —How payment will be made;

  —Paperwork required;

  —When payment will be made;

  —Accommodation arrangements; and

  —Transportation arrangements.

Information to be Provided by the Resource Persons/Speakers

A list of information to be provided by resource persons includes:

- Date and time arriving/departing;
- Special materials/equipment needs;

- Needed paper work information;
- Biographical material (if needed); and
- Prior copy of speech (if desired).

Hospitality Arrangement at Workshop

A list of items to be considered when making arrangements for resource persons includes:

- Person is designated to greet speaker;
- Speaker is shown conference arrangements;
- Speaker is introduced to other head table guests;
- Check on speaker's needs/expectations; and
- Process paper work is necessary for payment of speakers.

Small Group Sessions—Chairpersons/Recorders

When preparing for a workshop, time must be set aside to identify persons who will be responsible to act as chairpersons and group recorders. Once individuals have been selected, provide each with a brief description of their responsibilities.

Guidelines should include:

- Names of persons in their groups;
- Where to obtain necessary equipment, supplies, materials;
- Type of material to be included in report (significant discussions, recommendations, conclusions);
- Whom reports should be submitted to;
- Time use guidelines during session; and
- Types of activities to be included.

Sample small group procedures are included in Resource Materials (Figure 5.16).

Alternative Approaches

Alternative forms and procedures for planning and conducting workshops are presented in this section. Alternatives presented include types of meetings and alternate learning strategies and exhibits. Special themes/topics related to workshops are included at the end of this part of the handbook section. These suggestions should aid departments in developing plans that are unique to their own situation and needs.

Other Procedures / Purposes

Types of Meetings

Workshops—Workshops are usually used for training purposes to meet needs of the participants. Activities include a variety of large and small group sessions. Participants are considered to be part of the resources.

Conferences—Conferences are usually used for problem solving and fact-finding. Activities include a variety of large and small group sessions. Participation of attendees is expected.

Institutes—Institutes are usually used for training. Activities include a variety of large and small group sessions. The staff provides most of the resources.

Seminars—Seminars are used by groups of experienced persons to share experiences. Activities usually include a small group session under the guidance of a group discussion leader. There is a great degree of attendee participation.

Clinics—Clinics are used for training, with participants being trained by clinic leaders. Activities include one-to-one, small and large group activities.

Alternate Learning Strategies

Brainstorming—In brainstorming, participants spontaneously express their thoughts about a specific problem. It is a let-yourself-go session that calls for ingenuity and creativity in seeking a solution to a problem. Brainstorming is used to elicit both numerous and unique ideas.

Case Study—The case study provides a description of a realistic situation that the workshop participants are encouraged to consider and for which they resolve problems as if they were personally involved.

Cracker Barrel Sessions—A type of group discussion session that provides for discussion that moves freely and adjusts to the expressed interests of the participants. Unstructured group discussion should be conducted as informally as possible.

Demonstrations—Demonstration is the procedure of doing something in the presence of workshop participants either as a means of showing them how to do it themselves or in order to illustrate a point. The workshop leader should be sure that the demonstration meets a necessary instructional need. The effectiveness of this instructional technique depends on the participants having a clear view of what is being presented.

Group Discussions—Structured group discussions are characterized by adherence to a topic or a problem for which the participants want to arrive at a decision or conclusion. This type of discussion is generally directed by a group moderator.

Hands-on experience—Participants are actually involved in trying out or creating a technique or product. This often follows a demonstration.

In-Basket—This technique is used to develop decision-making skills which focus on participants' abilities to set priorities and carry out tasks. Workshop participants are asked to assume the roles and responsibilities of specific staff members. They are provided written information in memo form about a number of tasks that they must complete. Workshop participants must determine which tasks they would attend to and in what order.

Panel Discussion—A panel consists of a group of experts on a particular issue or problem who participate in a discussion on the topic and/or answer questions raised by workshop participants.

Role-Playing—Role-playing is an instructional technique in which workshop participants assume roles other than their own. During the workshop structured settings are described and participants have the opportunity to express feelings, work out problems, and experience other persons' roles.

The objective of a role-playing situation might be to suggest alternative solutions to a problem, to gain an understanding of another's feelings, or to gain an experience in new situations. The situation should be clearly presented to workshop participants.

Simulation—A simulation is a representation of significant or central features of reality that requires the workshop participants to become actively involved in working through an experience rather than merely witnessing it. Simulation is a broad term and includes many techniques such as in-basket, case study, role-playing, and gaming.

Site Visits—Site visits include trips to local business and industries and educational facilities.

Speaker—This is a more formal way of presenting information and is most effectively used in the keynote activity. This is an efficient way of presenting information to a large group of people. A drawback is the lack of audience participation.

Symposium—A symposium consists of a group of brief presentations on various aspects of a particular issue or problem. Generally, after the prepared presentations, speakers participate in discussion and/or answer questions raised by workshop participants.

Exhibits

Exhibits and displays provide an additional attraction to the workshop program. Advance planning is required to develop lists of potential exhibitors, develop exhibit guidelines, and schedule participation of exhibitors at the workshops.

In contacting potential exhibitors the following should be provided:

- Promotional workshop information;
- Guidelines for exhibits;
- Application forms for needed information; and
- Deadline date for participation.

As a follow-up procedure send a confirmation letter to exhibitors upon receipt of application forms.

Persons and/or companies that might wish to provide exhibits include:

- Publishing companies;
- Equipment companies;
- Consultants; and
- Directors of exemplary programs.

See sample exhibit worksheet in Resource Materials (Figure 5.17).

Special Themes / Topics

Important to the process of studying alternative approaches for using workshops as a training and development technique is realizing just how many things might be done by the department. Included below are some suggestions for themes, topics, and groups that might be included in workshops designed to involve business, industry, and labor representatives. This is the start of a brainstorming list; you are encouraged to add to it:

1. Governor's conference on business, industry, labor, education cooperation;
2. Statewide conference on improving linkages with business, industry, and labor;
3. Department staff development workshop on business, industry, and labor involvement;
4. Business, industry, labor involvement programs added to national teacher education association meetings;
5. Orienting the public sector to the needs of education;
6. Orientation meeting for resource persons and participants involved in business, industry, and labor education programs;
7. Workshop on entrepreneurship through vocational education;
8. Seminar series: Contributions of labor to the community;
9. Labor education in the vocational education curriculum;
10. Apprentice instructors teacher training workshop;
11. Understanding apprenticeship: What is it? How does it work?;
12. State of _____: Teacher educators plan for business, industry, and labor linkages;
13. Exemplary business, industry, and labor linkage programs in the state;
14. Business, industry, labor, and education cooperation success stories;
15. Business and industry staff development programs;
16. Training techniques in the world of work;
17. Vocational education in emerging educational settings;

18. Role of vocational education in manpower and economic development.

Use the remaining space to add your own ideas:

Administrative Details

This part of the handbook section contains suggested items to consider in investigating and establishing policies and procedures. These items are followed by a Planning Steps Checklist which gives an overview of the major items to be considered in planning workshops.

Examine Existing Policy / Procedures

Even the best designed workshops can often be hampered by unanticipated instructional/contract rules and regulations. The following are some areas which should be investigated early in the planning stage:

- What are departmental/institutional/contract regulations regarding registration fees?
- What are departmental/institutional/contract regulations regarding budgeting/paying for meals/ refreshments?
- What are departmental/institutional/contract procedures/regulations for ordering equipment and supplies?
- What are departmental/institutional/contract procedures for contracting for facilities and/or meals?
- What are the procedures for reimbursement?
- What are the procedures for payment of speakers, consultants, resource persons?

Establish Policy / Procedures

Open/Closed Enrollment

The decision to have open or closed enrollment has implications for much of the planning involved in the workshop. Open enrollment is defined as enrollment that is not limited to a specific number of participants or not limited to persons meeting specified criteria. Closed enrollment is enrollment that is limited either by number and/or criteria. The decision as to type of enrollment affects:

- Budget;
- Facilities (size of rooms, number of chairs, etc.);

Accommodation planning;

Refreshments/meals;

Registration procedures; and

Invitations and printed materials.

Registration Fee

If a registration fee is to be charged and the necessary clearances have been obtained, it is necessary to decide if this will be paid by registrants through the mail or if it will also be collected at the time of registration.

Establish a policy on checks, check cashing, and refunds.

Establish a procedure for the recording and safeguarding of fees collected until they are deposited.

Develop receipt forms and establish policy for recording receipt of fees.

Reimbursement Procedures

The need for reimbursement can occur in several instances:

Speakers and resource persons will be reimbursed,

A contract may provide reimbursement for per diem or travel expenses for participants.

Needed reimbursement forms should be developed/obtained. Necessary information/criteria for reimbursement should be shared with the involved participants.

Planning Steps Checklist

The purpose of the Planning Steps Checklist is to give an "at a glance" listing of the major specific items that are involved in planning for the use of workshops to increase business, industry, and laobr inputs into vocational teacher education programs.

- ☐ Determine audience
- ☐ Determine needs
- ☐ Develop objectives
- ☐ Clearance procedures
- ☐ Determine date and length of conference
- ☐ Determine conference site
- ☐ Prepare a budget plan
- ☐ Determine conference format
- ☐ Plan by objectives
- ☐ Develop facility arrangements
- ☐ Prepare invitations
- ☐ Determine participant transportation
- ☐ Determine participant accommodations
- ☐ Determine local travel arrangements
- ☐ Determine needed staff arrangements
- ☐ Arrange for consultants/speakers
- ☐ Acquire materials/audio-visual equipment
- ☐ Plan agenda
- ☐ Plan promotion
- ☐ Arrange for refreshments/meals
- ☐ Plan exhibits

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- ☐ Prepare workshop evaluation
- ☐ Send follow-up letters
- ☐ Prepare final report

Planning Notes

This section is designed to assist you in working out plans for the effective use of workshop activities/approaches by your department. These points are based on the specific items identified in the Planning Steps Checklist. The purpose of these Planning Notes worksheets is to focus attention on gathering information, organizing details, and defining department objectives that are critical to involving business, industry, labor representatives in this type of activity/approach.

List of Planning Notes Topics:

1. Determine Audience:
   What is the potential target audience?
   Anticipated needs?
   Number to be involved?

2. Determine Needs:
   What methods might be used to assess needs?
   What needs have been identified?

3. Examine Support:
   What potential funding sources are available?

4. Determine Clearances:
   What institutional clearance procedures/paper work are required?

5. Determine Staffing:
   What staff/faculty will be involved in planning/conducting conference?
   Who will be given responsibility as the coordinator?

6. Determine Agenda:
   Waht are some approaches to be used in conference format/agenda?

7. Select Media:
   What audio/visual materials should be considered?

8. Select Site:
   What are potential sites/facilities? Why?

9. Make Participant Arrangements:
   What information is needed on transportation plans?
   What information is needed on accommodations?

10. Arrange for Resource Persons:
    What speakers/consultants could be considered?

11. Plan Exhibits:
    What types of exhibits could be displayed?

12. Prepare Evaluation Instruments:
What types of information should the evaluation instruments collect?

1. Determine Audience

What is the potential target audience?
Anticipated needs?
Number to be involved?

2. Determine Needs

What methods might be used to assess needs?
What needs have been identified?

3. Examine Support

What potential funding sources are available?

4. Determine Clearances

What institutional clearance procedures/paper work are required?

5. Determine Staffing

What staff/faculty will be involved in planning/conducting conference?
Who will be given responsibility as the coordinator?

6. Determine Agenda

What are some approaches to be used in conference format/agenda?

7. Select Media

What audio/visual materials should be considered?

8. Select Site

What are potential sites/facilities? Why?

9. Make Participant Arrangements

What information is needed on transportation plans?

10. Arrange for Resource Persons

What speakers/consultants could be considered?

11. Plan Exhibits

What types of exhibits could be displayed?

12. Prepare Evaluation Instruments

What types of information should the evaluation instruments collect?

Selected References

This part of the handbook section lists selected reference materials that pertain to effectively planning and conducting workshops. In addition to these materials, each service area has a multitude of organizations and publications that are related to that particular service area. The library should be helpful in identifying these. You are encouraged to add to this list.

Print Materials

American Iron and Steel Institute. *Planning a Community Workshop.* Washington, D. C.: American Iron & Steel Institute, (nd)--Brochure.

Davis, L. N. and McCallon, E. *Planning, Conducting and Evaluating Workshops.* Austin, Texas: Learning Concepts, 1974.

Hamilton, David H. *A Survey of Educational Needs: Secondary School and Community College.* Battelle Memorial Institute, Center for Improved Education, Columbus, Ohio, 1972 and 1973.

Holiday Inn. *Meeting Planner's Guide.* (nd).

Industry Cooperation Sparks Graphic Arts Curriculum. *American Vocational Journal,* 1976, Vol. 51, No. 7, p. 69.

Nadler, L. "Improving the Results of Workshops," *Training and Development Journal,* 1976, Vol. 30, No. 3, 8, & 9.

National Association of Manufacturers (NAM). *Community Resources Workshops: A First Step Toward Better Industry-Education Cooperation.* New York, New York: NAM, (nd).

National School Public Relations Association. *The Conference Planner, A Guide to Good Education Meetings.* Washington, D. C.: National Education Association, 1967.

Westinghouse Survey. Westinghouse Learning Corporation, Iowa City, Iowa, April 1973.

Zelko, H. P. *How to Get More Out of Meetings.* Santa Monica, California: Assignments in Management, (nd).

Resource Materials

The example materials illustrated in this part are designed to be adapted and used selectively as your situation dictates. The purpose of these materials is to show a variety of standard forms, letters, suggested procedures, and other similar aids that would be useful to vocational teacher education departments in promoting and developing improved linkages with the business, industry, labor community in their area.

Table of Figures:

5.1 Conference Planning Check List

5.2 Samples of Needs Assessment Questions

5.3 Planning by Objectives

5.4 Materials Checklist

5.5 Sample Agenda--(The Center for Vocational Education--The Ohio State University)

5.6 Planning Facility Arrangements

5.7 Participant Transportation

5.8 Attendance Record

5.9 Participant Accommodations

5.10 Sample of Daily Evaluation Questions

5.11 Daily Evaluation Form--(National Society for Performance and Instruction)

5.12 Sample of Final Evaluation--(The Center for Vocational Education--The Ohio State University)

5.13 Sample Follow-Up Letter

5.14 Sample of Follow-Up Workshop Instrument

5.15 Contact Log

5.16 Small Group Procedures

5.17 Sample Exhibit Planning Form

Title: _____

Dates: _____

Site: _____ # Participants_____

Target Date	Completed	Person Responsible	Item
			1. Determine needs and objectives
			2. Prepare a budget plan
			3. Clearance Procedures
			4. Determine dates of conference
			5. Determine conference site
			6. Determine conference format
			7. Planning by objectives
			8. Facility arrangements
			9. Invitations
			10. Participant transportation
			11. Participant accommodations
			12. Local travel arrangements
			13. Needed staff arrangements
			14. Consultant/speakers
			15. Materials/Audio-visual equipment
			16. Agenda
			17. Promotion
			18. Refreshments/meal
			19. Meal arrangements
			20. Exhibits
			21. Workshop Evaluation
			22. Follow-up letters
			23. Final Report

Figure 5.1 Conference Planning Check List

General needs for workshop planning can be assessed through the use of open-ended questions or it may be useful to provide semi-structured responses.

Sample Question

1. What work sites do you feel should be used for learning?

   School buildings

   Labor union buildings

   Business/Industry facilities

   Other _____

Sample Survey Question

Statements	Level of Agreement				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Advisory Committees should be used to evaluate programs	SA	A	N	D	SD
2. Business/Industry and Labor must be tapped for its resources	SA	A	N	D	SD

Add below any promising idea not mentioned in this list which you feel should receive prompt attention.

Sample Survey Question

Level of Importance						Need for Staff Development				
None	Little	Some	Much	Great		None	Little	Some	Much	Great
1	2	3	4	5	1. Improve opportunities for inservice vocational personnel	1	2	3	4	5
1	2	3	4	5	2. Improve the methods for evaluation of vocational personnel	1	2	3	4	5

Figure 5.2 Samples of Needs Assessment Questions

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Sample Survey Question

Criteria for Evaluation	Low Importance			High Importance		Medium Importance		Comments
1. Number of Vocational Teachers employed	1	2	3	4	5	6	7	
2. Recruitment procedures to identify potential teachers from industry	1	2	3	4	5	6	7	

Sample Survey Question

Statements	Priority of Needs Low		Medium		High
1. Ensure that preservice preparation of vocational personnel meets present and emerging needs	1	2	3	4	5
2. Prepare an adequate supply of qualified vocational personnel for each leadership role	1	2	3	4	5

*Once you have completed the ratings: please go back and circle the item numbers of the 10 statements which, in your opinion, MOST URGENTLY NEED ATTENTION.

Figure 5.2 continued

Figure 5.3 Planning by Objectives

Planning by Objectives

Need _____

Objective _____

Target Group _____

Type of Activity	Facilitator/ Consultants Required	Staff Required	Supplies Needed	AV Equipment	Evaluation	Time	Facilities/ Location	Cost

WORKING PAPER
FEB 11 19

MATERIALS CHECKLIST

Supplies

note paper
binders
pens
pencils
marking pens
transparency marking pens
stapler
scissors
paperclips
masking tape
scotch tape
name tags
rubber bands
index cards
file folders
ruler
chalk

Prepared aids

Participant packets
Overhead transparencies
Slides
Flip Charts
Films

Furniture

tables
chairs
podium
stands for AV equipment
registration table

Audio visual equipment/supplies

projection screen
slide projector
carousel
film projector
take-up reel
extra projector bulb
extension cord
adaptor plug
tape recorder
blank cassette
batteries
easel
flip chart
chalkboard
overhead projector
transparencies
PA system
mikes
typewriter
camera
videotape recorder
photocopy service available

* Be prepared for equipment breakdowns, malfunctions.

Figure 5.4 Materials Checklist

Workshop Agenda

EPDA Training Workshop

Improving Vocational Teacher Education Department
Linkages With Business, Industry, and Labor
Workshop

The Center for Vocational Education
The Ohio State University
Columbus, Ohio

April 18-19, 1977

TRAINING WORKSHOP OBJECTIVES

The experience of this training workshop is designed to:

1. Stimulate greater involvement of vocational teacher education departments with representatives of business, industry, and labor.

2. Provide a training setting that will involve participants in activities that will answer their questions and help resolve problems concerning improved linkages with business, industry, and labor.

3. Introduce a series of resource handbook materials that are designed to assist vocational teacher education departments in improving their linkages with business, industry, and labor.

4. Provide opportunity for sharing ideas, and generating new ideas concerning the use of various techniques and programs for more effective involvement of business, industry, and labor.

5. Promote the development of vocational teacher education department and/or individual staff plans for the utilization of techniques or programs for more effective involvement of business, industry, and labor.

This training workshop and resource materials development work are part of the activities of a Center project sponsored by the U.S. Office of Education and the Ohio Department of Education, Division of Vocational Education under EPDA Part F, Section 553 as a national priority project entitled: "Improving Business, Industry, Labor Inputs into Personnel Development Programs".

Figure 5.5 Sample Agenda

Monday Evening Program

Holiday Inn
Sheridan Room
April 18, 1977

6:30 PM — WORKSHOP REGISTRATION and Get Acquainted Time

7:00-9:00 PM — GENERAL SESSION
"Workshop Overview and Procedures"
Dick Dieffenderfer
Project Director
The Center for Vocational Education

Panel Discussion:
"The Missing Link: The business, industry, labor perspective on the problem"
Moderator: Lee Kopp
The Center for Vocational Education

Panelists

Albert Lorente
United Auto Workers

Herbert Chamberlain
Eastland Vocational Center

Paul Musgrove
Illinois Industry-Education Council

Ray Wasil
Ohio Industry-Education-Labor Coordinator, NAIEC Ohio Coordinator

Darrell Parks
Ohio Department of Vocational Education; EPDA Coordinator

Tommorrow's workshop session will be conducted at The Center for Vocational Education, 1960 Kenny Road. The bus for the Center will leave the Holiday Inn at 8:00 and 8:15 A.M. Remember to check out and bring your luggage with you. Due to limited visitor parking space at the Center, we prefer that you park your car at the Holiday Inn.

EPDA TRAINING WORKSHOP
Improving Vocational Teacher Education Department Linkages With Business, Industry, and Labor
The Center for Vocational Education – The Ohio State University

Figure 5.5 continued

Tuesday Morning Program

The Center for Vocational Education
April 19, 1977

8:00 AM — PICK-UP AT HOLIDAY INN, bus transportation to the Center

LOCAL REGISTRATION AT THE CENTER

Coffee and Danish

8:30 AM — GENERAL SESSION - Room 1A

Film: "Personnel Exchange Program in Texas: Focus on the Need" — Hiram Goad, Eastern Texas State Univ.

9:00 AM — FIRST SMALL GROUP SESSIONS (coffee in rooms)
Refer to detailed information sheet in agenda.

Group A: Room 1C
"Developing a Plan for Departmental Business, Industry, Labor Involvement"

Group B: Room 1B
"Involving Pre/In-Service Teachers in Business, Industry, Labor Experiences"

Group C: Room 1A North
" Involving Department Faculty in Business, Industry, Labor Experiences"

Group D: Room 1A South
"Establishing Effective Working Linkages with Business, Industry, and Labor"

10:45 AM — GENERAL SESSION - Room 1A

Small Group Summaries
Program Moderator: Orest Cap
The Center for Vocational Education

"Community Education and Work Councils"
Paul Musgrove
Illinois Industry-Education Council

Figure 5.5 continued

11:30 AM BUFFET LUNCH - Room 1A

Program: "Human Resources Development in the World of Work"
Robert Craig, Director of Communications
American Society for Training and Development

Tuesday Afternoon Program

April 19, 1977

1:00 PM SECOND SMALL GROUP SESSIONS

Group A: Room 1C
"Developing a Plan for Departmental Business, Industry, Labor Involvement"

Group B: Room 1B
"Involving Pre/In Service Teachers in Business, Industry, Labor Experiences"

Group C: Room 1A north
"Involving Department Faculty in Business, Industry, Labor Experiences"

Group D: Room 1A south
"Establishing Effective Working Linkages with Business, Industry, and Labor"

2:40 PM GENERAL SESSION - Room 1A

Small Group Summaries
Moderator: Lee Kopp,
The Center for Vocational Education

Panel Discussion: "Expanding Dialogue with Business, Industry, Labor"
Moderator: Dick Dieffenderfer,
The Center for Vocational Education

Figure 5.5 continued

Panelists

Albert Lorente
United Auto Workers

Paul Musgrove
Illinois Industry-Education Council

Robert Craig
American Society for Training and Development

Ray Wasil
Ohio Industry-Education-Labor Coordinator, NAIEC Ohio Coordinator

Darrell Parks
Ohio Department of Vocational Education, EPDA Coordinator

Dick Cornell
Acceleration Life Insurance Co.

4:00 PM Adjourn: Those who have early flights will leave for the airport. Others are welcome to remain and continue discussion or tour The Center:

- Career Education
- Competency Based Career Education
- Comprehensive Vocational Education Program
- Center Library
- Rural Career Guidance

The first bus will leave The Center at 4:00 and the second trip will leave The Center at 5:00.

Van service will be available back to Holiday Inn for those who left their cars there.

NOTE: BE SURE TO RETURN YOUR EVALUATION FORM

Figure 5.5 continued

Small Group Session Details

GROUP A: Conference Room 1-C

"Developing a Plan for Departmental Business, Industry, Labor Involvement"

Moderator: A. J. Miller
Ohio State University

Resource Persons:

Dewey Adams
Ohio State University

Lucy Thrane
The Center for Vocational Education

Carl Schaefer
Rutgers University

Resource Handbook Materials:

#1 Staff Development
Creating a Staff Development Plan for Business, Industry, Labor Involvement

#8 Program Support:
Securing Program Support for Business, Industry, Labor Involvement (In press, to be mailed out)

Figure 5.5 continued

GROUP B: Conference Room 1-B

"Involving Pre/In-Service Teachers in Business, Industry, Labor Experiences"

Moderator: Walter Stein
Northern Michigan University

Resource Persons:

William Garber
Central Missouri State University

Odel Miller
Ohio State University

Herb Chamberlain
Eastland Vocational Center

Resource Handbook Materials:

#3 Cooperative Internships:
Establishing Cooperative Internship Programs Involving Business, Industry, Labor.

#6 Site Visits:
Conducting Business, Industry, Labor Site Visits.

Figure 5.5 continued

GROUP C: Conference Room 1A North

"Involving Department Faculty in Business, Industry, Labor Experiences"

Moderator: Charles Weaver
The Center for Vocational Education

Resource Persons:

Annelle Bonner
University of Southern Mississippi

Jack McElroy
University of Kentucky

Richard Swanson
Bowling Green State University

Resource Handbook Materials:

#4 Personnel Exchange Programs:
Establishing Personnel Exchange Programs Involving Business, Industry, Labor.

#5 Workshops:
Involving Business, Industry, Labor Through Workshop Programs.

Figure 5.5 continued

GROUP D: Conference Room 1A South

"Establishing Effective Working Linkages With Business, Industry, and Labor"

Moderator: Allen B. Moore
The Center for Vocational Education

Resource Persons:

Richard Kelly
Ball State University

James Barber
Southern Conneticut
State College

Hiram Goad
East Texas State University

Lucile Wright
Cleveland State University

Resource Handbook Materials:

#2 Advisory Committees:
Utilizing Business, Industry, Labor Advisory Committees.

#7 Resource Persons:
Involving Resource Persons From Business, Industry, Labor.

Figure 5.5 continued

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PLANNING FACILITY ARRANGEMENTS

Conference location:

Meeting facility _____

Address _____

Phone _____

Contact person _____

Date of request _____

Confirmation date _____

Parking facilities _____

Available equipment _____

Time	Room	Capacity	Activity	PA?	Equipment/Supplies

Figure 5.6 Planning Facility Arrangements

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Participant Transportation

Reservations

_____ Made directly by participants

_____ Made by staff for participants (not recommended)

Arrival pattern

Majority arriving _____

Other _____

_____

Departure pattern

Majority leaving _____

Other _____

_____

Local transportation required

_____

_____

_____

_____

Figure 5.7 Participant Transportation

ATTENDANCE RECORD

Painting, Decorating, and Drywall Apprenticeship Training Instructors Seminar

Please write in information below or attach your business card

•Name and Position•	•Mailing Address•
	Phone #

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FEB 11 '87

Participants Accommodations

Total number of participants expected _____

Methods of transportation to conference _____

_____

_____

Accommodations

_____ Made directly by participants

_____ Made by staff for participants

Room rates and # rooms required by motel/hotel

Motel: _____	rate	# required	Hotel: _____	rate	# required
Single	_____	_____	Single	_____	_____
Double	_____	_____	Double	_____	_____
Twin	_____	_____	Twin	_____	_____
Suite	_____	_____	Suite	_____	_____
Address	_____		Address	_____	
Phone #	_____		Phone #	_____	
Contact	_____		Contact	_____	
Parking	_____		Parking	_____	
Transportation	_____		Transportation	_____	
	_____			_____	
Check out time	_____		Check out time	_____	

Figure 5.9 Participant Accommodations

Sample of Daily Evaluation Questions

Date_____

1. What were the two best aspects of today's activities?

   a.

   b.

2. What two aspects of today's program (instructional format, content, environment, etc.) most need to be improved for tomorrow's sessions?

   a.

   b.

3. What new terms or concepts (if any) presented during today's session need further explanations?

Any additional comments you would like to make on the back of this sheet will be greatly appreciated.

Thank you!

Figure 5.10 Sample of Daily Evaluation Questions

Figure 5.11 Daily Evaluation Form

NSPI PRESENTATION EVALUATION FORM

WORKING COPY
FEB 1 1 1977

TITLE: _____ PRESENTERS: _____

1 = no; lousy; boo! 4 = a hearty yes; great!

		1	2	3	4	additional comments
VALUE	1. Did the presentation deliver what was promised in the Conference Program?					
	2. Was the presentation relevant to your needs?					
	3. Why did you choose to attend this presentation?					
CONTENT	1. Do you feel that you learned something useful?					
	2. Was it organized well?					
	3. How about the level or depth of the presentation?					
	4. How about the use of...					
	a. visuals?					
	b. handouts?					
	c. audience participation?					
DELIVERY	1. Was it authoritative?					
	2. Was it interesting?					
	3. Was it entertaining?					
NARRATIVE	1. What was best about it?					
	2. Specifically, how could it be improved?					

Workshop Evaluation

Improving Vocational Teacher Education Department
Linkages With Business, Industry, and Labor
Workshop

The Center for Vocational Education
The Ohio State University
Columbus, Ohio
April 18 & 19, 1977

Purpose:

This questionnaire has been designed to help the project staff assess the quality of the workshop and to determine the extent that it has met your expectations.

How Well Were The Seminar Objectives Achieved?

Indicate, by circling the appropriate rating, how well the following workshop objectives were achieved.

Objectives	Extremely well		Adequately		Not at all
1. Stimulate greater involvement of vocational teacher education departments with representatives of B-I-L	1	2	3	4	5
2. Provide training setting involving participants in activities to help answer their questions, resolve problems concerning improved linkages with B-I-L	1	2	3	4	5
3. Introduce a series of resource handbook materials that are designed to assist in improving linkages with B-I-L	1	2	3	4	5
4. Provide opportunity for sharing and generating new ideas concerning the use of various techniques/programs for more effective involvement of B-I-L	1	2	3	4	5

EPDA TRAINING WORKSHOP
Improving Vocational Teacher Education Department Linkages With Business, Industry, and Labor
The Center for Vocational Education — The Ohio State University

Figure 5.12 Sample of Final Evaluation

Page 2

Objectives Cont.	Extremely well		Adequately		Not at all
5. Promote the development of plans for the utilization of techniques or programs for more effective involvement of B-I-L	1	2	3	4	5

What Did You Think Of The Seminar Arrangements?

	Excellent		Average		Poor
1. Pre-session information	1	2	3	4	5
2. Registration procedures	1	2	3	4	5
3. Meeting rooms	1	2	3	4	5
4. Overall organization	1	2	3	4	5
5. Opportunity for professional interchange	1	2	3	4	5
6. Motel accommodations	1	2	3	4	5

How Useful Were The Seminar Presentations To You?

	Very Relevant				Not Relevant
1. The Missing Link: The business, industry labor perspective on the problem.(panel discussion)	1	2	3	4	5
2. Developing a plan for departmental business, industry, labor involvement. (small group)	1	2	3	4	5
3. Involving Pre/In-service Teachers in business, industry, labor experiences. (small group)	1	2	3	4	5
4. Involving department faculty in business, industry, labor experiences. (small group)	1	2	3	4	5
5. Establishing effective working linkages with business, industry and labor. (small group)	1	2	3	4	5

EPDA TRAINING WORKSHOP
Improving Vocational Teacher Education Department Linkages With Business, Industry, and Labor
The Center for Vocational Education — The Ohio State University

Figure 5.12 continued

	Very Relevant			Not Relevant	
6. Expanding Dialogue with Business, Industry, and Labor. (panel discussion)	1	2	3	4	5
7. Personnel Exchange Program in Texas. (movie)	1	2	3	4	5
8. Community-Education and Work Councils. (speaker)	1	2	3	4	5
9. Human Resource Development in the World of Work (speaker)	1	2	3	4	5

How Effective Were the Seminar Presentation Techniques?

	Yes	No
1. Were you given enough time to ask questions ?	( )	( )
2. Were your questions answered satisfactorily?	( )	( )
3. Was there enough time allowed for group discussion?	( )	( )
4. Were the visual aids used effectively?	( )	( )
5. Was the information presented in an interesting manner?	( )	( )
6. Did the seminar leaders have their materials and program well organized?	( )	( )

What Comments Do You Have?

1. How do you plan to use the materials (handbook) ideas or strategies that were introduced at the workshop?

Figure 5.12 continued

2. What problem areas did the workshop identify which you feel you can work on to improve?

3. What do you feel is the next step necessary to set up B-I-L linkages?

Return to:

EPDA/BIL Workshop
Personnel Development Division
The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

Telephone:
(614) 486-3655

EPDA TRAINING WORKSHOP
Improving Vocational Teacher Education Department Linkages With Business, Industry, and Labor
The Center for Vocational Education – The Ohio State University

Figure 5.12 continued

(Letterhead)

April 6, 1977

Two months have passed since the (title) Workshop was held at (address).

As you are aware, the workshop had as a major objective the establishment of closer ties with the private sector. You are now in a position to give us some measure of your use of the documentation distributed at the workshop and specific changes you might have implemented.

Thank you for your participation at the workshop and assistance in completing the enclosed questionnaire. Please return this instrument by (date).

Sincerely

(name)
Workshop Director

JAC/caj

Figure 5.13 Sample Follow-Up Letter

1. Have you initiated any changes as result of your participation in the workshop?

   _____Yes _____No

2. Do you plan to implement changes?

   _____Yes _____No

3. Did you have to prepare a written report for your institution after the workshop?

   _____Yes _____No

4. Did you have to make an oral report?

   _____Yes _____No

5. Since the workshop have you disseminated any information?

   _____None _____Partial _____Entire

6. Did you distribute copies of the workshop materials to:

   _____Department Chairperson
   _____Dean
   _____Faculty
   _____Teachers
   _____Other (please specify_____)
   _____No one

7. Please rank the skills listed below in terms of their usefulness since completion of the sessions. If any of the skills have not proven useful, please rank them "0".

Rank	Skill
_____ 1.	
_____ 2.	
_____ 3.	
_____ 4.	

Figure 5.14 Sample of Follow-Up Workshop Instrument

CONTACT LOG

Name: _____ Page_____ of _____

Person contacted: (Record name, title, address, telephone number in file?	Nature of Information Sought/ Provided type/cost of reimbursement/ honorarium	Follow-up Action Required/Reminder Needed	Contact Date	Thank You letter date

Figure 5.15 Contact Log

INFORMATION SHEET

WORKSHOP SMALL GROUP DISCUSSION SESSION PROCEDURES

The most concentrated period of involvement for the workshop participants will take place during the small group discussion sessions. There will be four concurrent small group discussion sessions for a part of the morning and afternoon program. The participants will select two of these sessions, one in the morning, and another in the afternoon. In order to make these sessions as useful as possible for the participants this information sheet has been prepared as a guideline for conducting the small group sessions.

Suggested Discussion Session Format:

The following steps are suggested as a way of organizing the group session to make most efficient use of the available time. All persons involved are encouraged to assist in keeping the discussion moving and on target. Format for the group session includes:

1. Moderator review group discussion topic with participants.

   -Set the stage for topic discussion.

   -Describe session presentation and discussion format.

   -Describe Recorder's summary sheet to be used.

   -Direct attention to the two resource handbook sections related to the topic and the feedback suggestion sheet.

2. Moderator presents brief introduction of resource persons.

3. Participants introduce themselves and identify areas of B-I-L interest or involvement.

4. Resource persons start discussion with their 10-15 minute presentation of their activities, and ideas/suggestions for B-I-L involvement.

5. Open discussion and question and answer period with all persons contributing.

6. At end of session Moderator and Recorder summarize topics discussed and apparent group concensus on issues and recommendations.

7. Group session adjourned and participants rejoin next workshop general session.

8. Moderator and Recorder check notes for Recorder's Presentation.

Figure 5.16 Small Group Procedures

Individual Responsibilities:

We appreciate your interest and the professional contribution that you will be making to the success of this workshop. The notes listed below are designed to provide for the organization of a smooth running and productive discussion session for all involved.

Moderator

1. Chair group session following the basic session format previously described.
2. Help keep group discussion moving and on target.
3. Help summarize group discussion and recommendations.
4. Assist Recorder prepare notes for group report.

Recorder for your session _____

Recorder

1. Distribute copies of the group discussion summary sheets as needed.
2. Take notes on highlights of group discussion.
3. With Moderator prepare group discussion summary.
4. Present discussion summary report during workshop general session.

Resource Persons Panelists for your session: _____

_____; _____; _____;

1. Check AV equipment needs with Host/Moderator.
2. Provide moderator information for your introduction.
3. Present brief overview of your activities and ideas/recommendations related to the group topic for imoroving B-I-L linkages.
4. Contribute to general group discussion.
5. Help keep group discussion moving and on target.

Figure 5.16 continued

EXHIBIT PLANNING

Floor plan:

fexhibits planned _____

Hours of exhibits _____

Setup date _____

Dismantle date _____

Space available _____

Tables required _____

Signs _____

Any labor charges _____

Electrician/carpenter services _____

Special charges _____

Partitions, backdrops needed _____

Security precautions _____

Storage of shipping cartons _____

Attach list of exhibitors:

Name
Address
Phone #
Contact person

Figure 5.17 Sample Exhibit Planning Form